

Programme 110.†

L<sub>3</sub>

(January to March, 1928.  
(April to July, 1928, overseas.)

## Parents' National Educational Union. The Parents' Union School.

(Address : THE DIRECTOR, PARENTS' UNION SCHOOL, ANBLEESIDE.)

Motto : "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET.)

### FORM III.

PUPILS' NAMES .....

#### Bible Lessons.

The Bible text (as given in book used) must be read and narrated.

*Old Testament History*,\* by J. M. Hardwich and the Rev. H. Costley-White, D.D. (Murray, 3/6), Vol. V., pp. 178-238. (Selections from *Nehemiah*, *Malachi*, *Esther*, *Jonah*). *The Saviour of the World*,\* Vol. V. (P.N.E.U. Office, 3/-), pp. 67-128, with Bible passages from index. *The Acts*, chapters 5-9 inclusive. Read from *The Acts of the Apostles*, by E. M. Knox (Macmillan, 4/6), pp. 65-156.

Optional : (a) S.P.C.K. *Bible Atlas* (1/-). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 152-188. (c) *Helps to the Study of the Bible* (Oxford Press, 3/6). (d) *The Prayer Book in the Church*, by the Rev. W. Hume-Campbell (Longmans, 2/6), pp. 73-99, with lesson on Easter.

For Sunday Reading (optional) :

(a) *The Conversion of the English*, by H. Curtois (S.P.C.K., 6/-), pp. 65-129. (b) *How we got our Bible*, Dr. J. Paterson Smyth (Sampson Low, 2/6), chapters 1-4. (c) *The Story of my Life*, by Helen Keller (Harrap, 1/6). (d) *Adventures in Engineering* (Collins, 1/9).

† The 110th term of work set since the Parents' Union School began.



### Sunday Occupations:

A Book of Centuries (see notes by Miss Bernau, P.N.E.U. Office, 4d.). Choose and inscribe texts and mottoes, using "Bridges" writing, cards 6 or 9. For private daily Bible reading, children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectioes* (Spottiswoode, 1d. each, 1928). Hymns: *Songs of Praise* (Oxford Press, 2/6 or 6d.). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press, 1/-).

### Writing.

*A New Handwriting* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card), teacher to study instructions (6d.); work from card 6. Choose and transcribe passages from *King Lear*, and other books set.

### Dictation (*A New Handwriting* to be used).

Two or three pages or a passage (to be prepared first) from a newspaper, or, from the prose and poetry set for reading; words not known to be visualized (see *Home Education*, pp. 240-243); a paragraph to be then dictated.

### Composition. (Oral or written narration each day.)

Write, in verse or prose, on (a) some subject under History or Literature taken from the Programme, (b) the news of the week. Doggerel must not be written. See *A Senior English Grammar*, pp. 166-179, but metres of poems under "Reading" should be followed.

### English Grammar. (See N.B. 3.)

Parse and analyse, each week, from a book of poetry and of prose, making progress each term (see *A New Junior Grammar*).

First year: *A New Junior English Grammar*,\* by R. B. Morgan (Murray, 2/-), pp. 94-123, with additional exercises from Morgan's *Exercises in English Grammar*\* (Murray, 1/9). Second year: *A Senior English Grammar*,\* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 41-66.

### Literature (including holiday and evening reading).

*The History of English Literature for Boys and Girls*,\* by H. E. Marshall (Jack, 10/6), pp. 305-318, 339-382. Shakespeare's *King Lear*\* (Blackie, Plaintext, 6d.). Palgrave's *Golden Treasury*\* (Macmillan, 3/6): contemporary poets. Scott's *Woodstock*\* (Nelson, 1/6).

### English History.

Arnold-Forster's *A History of England*\* (Cassell, 8/6), pp. 398-494 (1603-1649), chapters 48-54 inclusive. Begin a chart of the 17th Century (see reprint from *P.R.*, July, 1910, 3d.). Read the daily news and keep a calendar of events: take *The Home and Class Room* section of *The Times* (*Times Office* direct, 6/- a year).

### General History.

*Saints and Heroes of the Western World*,\* by M. O. Davis (Oxford Press, 2/6), pp. 40-85 (742-1226). or, *A First History of France*,\* by L. Creighton (Longmans, 5/-), pp. 190-201 (1603-1649). *Stories from Indian History*,\* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 211-240. Keep a Book of Centuries (P.N.E.U. Office, 1/9, or, better, 2/6, notes by Miss Bernau, 4d.), putting in illustrations from all the history studied during the term (Bible, English, French, General). Visit British Museum or local museum: *Babylon and Assyria*,\* by D. A. Mackenzie (Blackie, 1/3), pp. 29-57. *British Museum Guide to the Babylonian and Assyrian Antiquities* (Oxford Press, 2/6), and British Museum Post-cards, Series 37-39 (Oxford Press, each 1/-), may be used.

### Citizenship.

*Ourselves*,\* Book I. (Kegan Paul, 4/6), pp. 163-186. *Hellas, the Forerunner*,\* by H. W. Household (Dent, 3/6), chapters 5 and 6. North's *Plutarch's Lives: Paulus Aemilius* (Cambridge Press, 3/6), pp. 48-98. Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6).

### Geography.

"Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

*Ambleside Geography Book IV*,\* (Kegan Paul, 4/-), pp. 188-248 (Hungary, Balkan peninsula, Russia), with *The Reconstruction of Europe*, appendix to *Ambleside Geography Book IV*. (P.N.E.U., 1/3). *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-), pp. 261-305. Geikie's *Physical Geography*\* (Macmillan, 1/9), sections 187-223. Philip's *Modern School Atlas of Physical, Political and Commercial Geography*\* (7/6).

Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on maps of the world every week. Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).



**Natural History and Botany.<sup>1</sup>**

*Winners in Life's Race*,\* by A. Buckley (Macmillan, 6/-), pp. 168-208. *The Study of Plant Life*,\* by M. O. Stopes (Blackie, 6/-), pp. 141-177, and see p. 195. Keep a Nature Note-Book (P.N.E.U. Office, plain 2/-, interleaved 1/9, see *Home Education*, pages 54-55), with flower, bird and insect lists, and make daily notes. For out-door work, some special study suitable to season and climate, e.g., star studies, conifers, etc.; the following may be used, *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/6), *The Stars at a Glance* (Philip, 1/6), *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), *Conifers* (S.N.S.U. leaflet, 2½d.).

<sup>1</sup> Overseas members see special leaflet.

**General Science.**

*The Fairyland of Science*,\* by A. Buckley (Macmillan, 6/-), pp. 101-149. Fournier's *Wonders of Physical Science*\* (Macmillan, 2/6), chapters I-V., or, *The Health Reader*, by W. Hoskyns-Abramhall (Cassell, 3/-, 1927 edition), pp. 1-38.

**Picture Talk.**

Study, describe (and draw from memory details of) six reproductions\* of pictures by Van Eyck (P.N.E.U. Office, 2/- the set): see the special notes for teachers in the *Parents' Review*, January, 1928, also *Home Education*, pp. 307-311, and *School Education*, p. 239.

**French.<sup>1</sup> (See N.B. 3.)**

*Nouveaux Pas en Français*,\* by M. Chapuzet and W. Daniels (Harrap, 2/6), pp. 149-199, with grammar and exercises, or, more advanced, *L'Enseignement Littéraire du Français*, by J. Molmy, Part I. (Hachette, 2/6), Lessons 7-12. Read from and narrate *Nos Enfants*, by Anatole France (Hachette, 3/6); parse two pages.

Read several poems and learn one from *Recueil de Poèmes*,\* by J. Molmy, Vol. II. (Blackie, 6d.).

**Latin. (See N.B. 3.)**

*Gradatim*\* (Longmans, 2/-); translations 111, 112, 115, 116, 121-123 (inclusive), for narration, taking necessary grammar from Sir W. Smith's *Principia Latina*, I. (*First Latin Course*), (Murray, 4/-), e.g., sections xxxii., xli.-xliii.

Beginners, use *A Latin Book for Beginners*, by M. C. Gardner, M.A. (Oxford Press, 1/6).

**German.<sup>1</sup> (See N.B. 3.)**

*Primary German Course*,\* by O. Siepmann (Macmillan, 4/-), Lessons 1-3 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested.

**or, preferably, Italian.<sup>1</sup> (See N.B. 3.)**

Perini's *Italian Conversation Grammar*\* (Hachette, 6/6), work Exercises 15-18, taking only necessary grammar. Learn sentences on p. 219. For narration: five stories from *Cento Racconti per Fanciulli*\* (P.N.E.U. Office, 1/8).

**Arithmetic. (See N.B. 3.)**

Pendlebury's *New Shilling Arithmetic*,\* (Bell, 2/3), pp. 72-84, or continue. Quick mental exercises. Revise back work; examples may be taken from Ballard's *Fundamental Arithmetic*, Teacher's Book V. (University of London Press, 2/3).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

**Geometry. (See N.B. 3.)**

*A Shorter School Geometry*,\* by H. S. Hall and F. S. Stevens (Macmillan, 4/6), pp. 57-59, 98-116 (omit unnecessary numerical exercises).

*The School Set of Mathematical Instruments* (Macmillan, 1/6).

**Algebra. (See N.B. 3.)**

*A School Algebra*,\* by H. Hall, Part I. (Macmillan, 3/6), pp. 28-43.

**Drawing.**

Teacher should consult: *Drawing for Children and others*, by Vernon Blake (Oxford Press, 6/-).

Illustrate six scenes from literature. Memory drawings of outdoor games and sports. Studies of objects in the house, see *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-), p. 9. Paint-box with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

**Musical Appreciation.**

Wagner, see *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6), and the January *Parents' Review*, "Our Work," *The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-). *Musical Groundwork*, by F. H. Shera (Oxford Press, 3/6), Term II.

<sup>1</sup> Schools may substitute the national language.



### Recitations.

Learn two suitable passages of about 20 verses each from chapters in Bible Lessons; Psalms 103 and 104 and choose an Easter hymn. A scene from *King Lear*, or, two poems from *The Golden Treasury*, or from *The Call of the Homeland*, Part I. (Blackie, 2/6).

### Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Scott's *Woodstock*\* (Nelson, 1/6). Bulfinch's *Age of Fable*\* (Dent, 2/-), pp. 39-68. Cervantes' *Don Quixote*\* (Oxford Press, 1/3), or, (Wells, Gardner, Darton, 7/6). Read from *The Courtship of Miles Standish*, etc.: Longfellow's *Poems* (Oxford Press, 3/6).

### Music.

Choose and learn a suitable composition, see under "Our Work" in January P.R.

### Singing.

Three French songs, *The Folk Songs of France*, Book I. (Novello, 2/-). For unaccompanied singing: *A Book of British Song*, edited by Cecil J. Sharp (Murray, 2/-); see *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.). *Ten Minutes' Lessons in Sight-Singing*, (Curwen, 3/-). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 27-32 (Curwen & Son, 2/6); 50 Exercises for Pupils, 9d. a set.

### Drill, etc. (Choose new work.)

Board of Education *Syllabus of Physical Training for Schools*, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6), or, separate dances, music with instructions (direct from Messrs. Novello, 9d.). *Scandinavian Dances*, Series II. (Ling Association, 11d.). *How to Teach Dances* (Evans, 4/6). Ex-students, House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Hockey. Net ball.

### Work.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). Do some definite house or garden work. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). *Needlework*, by M. T. Gifford (Nelson, 2/6). *Cardboard Modelling*, by C. W. D. Boxall (Charles, 2/6): make six models, (Ex-students take House of Education models.),

(Materials from Philip & Tacey Ltd., 69 High St., Fulham, London, S.W. 6). Make a sampler (Weldon's *Cross-stitch*, No. 23, 6d.). Make cane baskets: Basket-work number of *The Stitchery Annual*, Vol. 12 (R.T.S., 2/6). Boys and girls, darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Take Scouting and Guiding Tests. Help the "Save the Children Fund," 42 Langham Street, London, W.1.

N.B. 1.—Pupils should spend two years in Form III. (average ages 12 and 13).

N.B. 2.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, and *An Essay towards a Philosophy of Education*, 10/6, by C. M. Mason (P.N.E.U. Office). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 3.—In Grammar (English and foreign) and in mathematics there must be no gaps. Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 4.—Each pupil should have a copy of all books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. Books from "Drawing" onwards are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5½d. each, and Cambridge paper for Examination, 1/- for 4 quires (not less) single, double lines and squares; special clipped book post envelopes, 4d. for 3. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band (2/3), and Ribbon (2 inches wide 2/2 a yard, ½ inch wide, 1/3). Boys' Belts, 2/-. Ties (1/3 cotton, 3/3 and 2/6 silk). P.U.S. Monogram Badges (8½d.) for boys' and girls' caps. Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Prayer and Hymn (1d.).

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.



# Parents' National Educational Union.

## The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

### FORM III.

PUPILS' NAMES.....

#### Bible Lessons.

- I. 1. (a), "I shook my lap and said, 'So God shake out every man from his house.'" When were these words used? Describe the reforms of Nehemiah in this connection.
2. How did Mordecai and Esther save the Jews from destruction?
- II. 1. On what occasions were the following words used? Tell the whole story in one instance. (a), "How is it that ye have agreed together to tempt the spirit of the Lord?" ; (b), "Refrain from these men and let them alone" ; (c), "Look ye out seven men of honest report" ; (d), "Lord, lay not this sin to their charge."
2. Describe the vision of Ananias and the event that followed.
3. What does our Lord teach us about the Water of Life?

Writing. (Writing is also considered in each answer.)

Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

Woodstock, chapter v., "As Markham . . . painter."

#### Composition.

1. (a), Read, for example, Longfellow's *The Bridge*, and write in the same metre, or, (b), write in prose, upon one of the following,—St. Francis, Earl Haig, Hellen Keller, Semiramis, Spring-time, Phaëton.
2. Write a conversation between two of the following,—(a), "King Lear" and "Don Quixote," (b), "Alice Lee," and "Cordelia," (c), Solon and Nehemiah.



### English Grammar.

1. Analyse, parsing the words in italics,—  
“Then all the horns were blown in town;  
And, to the ramparts clanging down,  
All the giants leaped to horse  
And charged behind us through the gorse.”
2. Make six sentences, three containing gerunds, three containing verbal nouns.
3. Use the following words in sentences, (a), as adjectives, (b), as adverbs,—more, worse, farthest, last, next,  
or, 2. Give examples, in sentences, of an adverb modifying (a), a verb, (b), an adjective, (c), another adverb, (d), a preposition.
3. What is the work of a conjunction? Give examples in sentences of four different kinds.

### Literature.

1. What do you know of Sir Francis Bacon and his “new ways of wisdom”?
2. What poems by (a), Herbert, (b), Marvell, have you read? Give the substance of two of them.
3. Give a scene in which one of the following appears,—“Louis Kerneguy,” “Sancho Panza,” “The Earl of Kent.”

### English History.

1. Give some account of (a), dress, (b), dwellings, (c), schools in the Tudor times.
2. Who was James I.? What was his doctrine of Divine Right, and what effect did it have upon his conduct as King? Give instances.
3. In what ways did King Charles I. set aside Magna Charta? Describe the “storm that followed,” and the result in the Petition of Right.

### General History.

1. What do you know of (a) the personal appearance and character, (b), the conquests of Charles the Great, Emperor of the West?
- or, 1. Describe the work of Richelieu in connection with (a), the nobles, (b), foreign affairs.
2. Give some account of Shah Jehan, the Great Builder.
3. Write notes, with drawings, for a Century Book about one of the following,—(a), the age of Isaiah, (b), the Assyrian flight from Jerusalem, (c), Ashurbanipal the Great.

### Citizenship.

1. (a), Show how Æmilius (after his victory at Pydna) made his visit to Greece “an honourable progress and also a commendable.” or, (b), Describe the behaviour of Perseus after the battle of Pydna.

2. (Only for scholars who have read “Ourselves”). “In some sense we are all paid labourers.” Explain and give illustrations.
3. Why did the Greeks “take to themselves Tyrants”? What do you know of (a), the work of some of these, and, (b), the work of Solon?

### Geography.

1. Give a rough sketch map of the Balkan Peninsula, indicating recent changes, putting in the boundaries and chief divisions. What do you know of Albania?
2. Explain, with a diagram, the formation of a glacier.
3. Describe, (a), a journey from Timbuktu to Morocco, (b), Timbuktu. Give a rough sketch map.

### Natural History and Botany.

1. What do you know of the appearance and habits of the Duck-billed Platypus? Mention four other animals to be found in Australia, and say how you would recognise each.
2. What plants would you expect to find in a country pond? In what way are they adapted to their surroundings? Drawings.

### General Science.

1. What happens, (a), outside, (b), inside, our ears when we hear a sound? Illustrate with rough diagrams.
2. What is “the Principle of Archimedes”? By what experiments did he discover it? Mention some of inventions of Heron of Alexandria.
- or, 2. Describe the process of digestion, (a), in the mouth, (b), in the stomach. What is the work of the salivary glands?

### Picture Study.

Describe one of the panels from “The Adoration of the Lamb,” by Van Eyck.

### French.

1. Write in French (a), an account of one of “Nos Enfants,” or, (b), a letter from Paris describing three places of interest.
2. Translate *L'Enseignement Littéraire du Français*, p. 31, “M. Séguin loses . . . little goat.”
3. Write five French sentences, using the following verbs in the present of the Indicative,—*se rappeler*, *prendre*, *appuyer*, *employer*, *essuyer*.
- or, 2. Write from dictation Lesson 34 (Chapuzet), “Les quinze jours . . . grande nouvelle.”
3. Ask in French four questions about the “Conte Arabe” (Chapuzet), beginning each sentence with one of the following,—*comment?* *Pourquoi?* *Quel?* *Qu'est-ce que?*



#### Latin.

1. Write and translate sentences using (1) the Supine in *-um*, (2) the Supine in *-u*, (3) the Gerund, (4) the Gerundive.
2. Translate *Gradatim* No. 115 from "Mulieri" to "obtexit."
3. Read the Latin of the passage translated, then write a narration in Latin.

#### German.

1. Form six sentences in German, using each of the personal pronouns and saying what subjects are learned at school.
2. Translate into German, Reproduction, page 193 (first half).

#### or, Italian.

1. Write (a), a short conversation in Italian about a concert, or, (b), a short incident from a story you have read.
2. Translate Exercise 17 (Perini, page 53), "It does not depend . . . if you please."

#### Arithmetic.

1. Express £3 : 6 : 6 $\frac{3}{4}$  as the decimal of £1.
2. Find the value of £375 + 625 of 5/- + 3 of £1 : 10 : 0.
3. Find (i.) the length of carpet required, (ii.) the cost of carpeting a room 20 feet long and 17 $\frac{1}{4}$  feet broad, with carpet 3 $\frac{1}{2}$  feet wide at 6/- per yard.

#### Geometry.

1. From a given point outside a straight line draw a perpendicular to the straight line. Give geometrical construction and proof.
2. Construct a triangle ABC with a right angle at C, AB = 2 cm., AC = 1.5 cm.
3. Prove that in any pentagon the 5 angles together make up 6 right angles.

#### Algebra.

1. From  $3x - 4y + 7z$  take  $2x + 3y + 8z$ , and from the result take  $-5x - 2y + z$ .
2. If  $a = -4$ ,  $b = -3$ ,  $c = 2$ ,  $x = 0$ , find the value of  $3a - 4b + 2c$  and of  $2bx - 3c^2 + 2a^2$ .
3. How far does a man walk in  $3x + 2y$  hours at  $2x - 8y$  miles an hour?

#### Painting. (All work should be done with brush and in colour.)

1. An original illustration from *Woodstock*, or, *Don Quixote*.
2. (a), A man ploughing (memory), (b), some catkins (from nature).

#### Musical Appreciation.

What compositions by Wagner have you heard? Write what you can about one of the operas.

#### Recitations.\*

Father to choose two Bible passages and a poem, or, a scene from *King Lear*.

#### Reading.\*

Father to choose a poem and a leading article from a newspaper.

#### Music.\*

Examine in work done.

#### Singing.\*

Father to choose an English, a French, and a German song, and three exercises.

#### Drill.\*

Report progress.

#### Work.\*

Outside friend to examine. List of handicrafts completed to appear in *Parents' Report*.

N.B. 1.—Examination to begin on Monday, March 26th. Papers to be posted on Saturday, March 31st, with no other enclosure.

N.B. 2.—Subjects thus indicated (\*) to be marked on the *Parents' or Teacher's Report* according to Regulations, and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Please note carefully the Regulations as to the number of papers to be sent in by Schools.

N.B. 4.—Members are asked to state on the *Parents' or Teachers' Report Form* (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.